**Lesson Plan Two**

**Teacher Candidate:** Madeline Williams **Grade Level:** 8th **Date of lesson:** TBA

**Content Standards:**

**8SS1.b:** Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights.

**8SSK1:** Students explain how major events are related to one another in time.

**CCR.ELA-Literacy.RH.6-8.1**: Cite specific textual evidence to support analysis of primary and secondary sources.

**Learner Background:**

Students have learned about the origins and influences of the early Americans.

* Reviewed European/middle eastern cultures and their influences on Europe
* Reviewed Events that lead to Europe finding the Americas
* Covered a little more depth on how and why England began to expand into North America
* European expansion (specifically Britain).
* Britain began to colonize and establish their government
* Identified major events preceding the American Revolution
* The political differences between England and the American Colonies
* The connection of the political differences of England and the American Colonies to the events before and during the American Revolution.
* Understand how to utilize and analyze primary sources

**Student Learning Objective(s):**

1. During this lesson, students will distinguish the philosophy of government expressed in the Declaration of Independence and its emphasis on securing individual rights by analyzing a quote from John Locke.
2. During this lesson, students will explore the composition of the Declaration of Independence by composing a written perspective response using an analyzed primary document.
3. At the end of the lesson, students will relate the major events preceding and during the revolution to the Declaration of independence by summarizing the events in their Cornell notes.

**Assessments for Lesson 2:**

Formative:

Observations

Peer to peer dialogue

Asking questions to check understanding

Summative:

Using the textbook, students will have read about Henry Lee’s proposal for the Colonies to declare independence from the British Crown. Students will dive deeper into Henry Lee’s proposal letter, by using a primary resource provided by the National Archives section; DocsTeach. Students will write a written response to a prompted question that asks them to take on the perspective as one of the signees of the Declaration of Independence, after reading and receiving Henry Lee’s letter. Students must decide if they are for or against Henry Lee’s proposition, and whether or not they would sign the Declaration of Independence after reading the final draft. Students will be required to use the primary resource, and the textual evidence to support their stance. Students will pair and share, and then share with the class what they have written.

**Materials/Resources:**

Smart-board

Notes

Textbooks

Pens/Pencils

[Declaration of Independence](http://docsteach.org/documents/1419123/detail?menu=closed&mode=search&sortBy=relevance&q=declaration+of+independence&commit=Go)

[Declaration of Independence (Printed copy)](http://docsteach.org/documents/301682/detail?menu=closed&mode=search&sortBy=relevance&q=declaration+of+independence&commit=Go)

[Henry Lee’s letter](http://docsteach.org/documents/301684/detail?menu=closed&mode=search&sortBy=relevance&q=henry+lee&commit=Go)

[Map of Virginia](http://docsteach.org/documents/2450016/detail?menu=closed&mode=search&sortBy=relevance&q=virginia&commit=Go&type%5B%5D=map)

[John Locke quote](http://oll.libertyfund.org/quotes/497)

[Boston Tea Party Joshua Wyeth account](http://www.boston-tea-party.org/account-Joshua-Wyeth.html)

**Teaching Model/Strategy**

*Group/class discussion-* helps scaffold student learning by discussing ideas and perspectives with their peers. The strategy helps students develop new ideas and perspectives of the events before the declaration of independence and their connection to the development of it. Students may also learn new information from their peers before the actual lesson about the Declaration of Independence due to group discussion.

*Model-* Modeling helps the students understand exactly where the teacher wants them to be and what the teacher wants the students to do. Modeling the activity, or beginning of the activity, helps prepare students for the guided and independent practices during the main activity.

*Guided practice-*Guided practice, further prepares students for independent practice, and helps to assure students understand what the teacher is looking for and expects in the activity. Also allows the teacher to work with students who need extra guidance.

*Independent practice-* Independent practice allows students to develop and utilize their skills and knowledge on their own using the resources provided.

*Interpretation-* Allowing students to analyze and explore events, documents, and images, students are able to interpret the events, documents, and images in a new perspective. Interpreting these items allows students to think deeper about events.

*Thinking in perspectives/narratives-* By encouraging and enabling students to think and write in different perspectives. Perspectives allow students to see not just from their point of view but with the ideals and values of someone who lived in different conditions and time than they do. This allows for deep understanding and grasp of content.

# Mini lesson 1

**Learning Activities:**

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|  | **What the Teacher Does** | **What the Student Does** |
| **Initiation** | **Access** student background knowledge:   * Review images from previous lesson * What the images were about, and the major events that were discussed. * Who knows what a philosophy is?   **Discuss and ensure** students understand the correct answers from above.  **Put** the [Declaration of Independence](http://docsteach.org/documents/1419123/detail?menu=closed&mode=search&sortBy=relevance&q=declaration+of+independence&commit=Go), and its [print copy](http://docsteach.org/documents/301682/detail?menu=closed&mode=search&sortBy=relevance&q=declaration+of+independence&commit=Go) side by side on board.  **Ask** students to describe: What do they see  What do they think it is  What do they think it is about  Do they support it, why or why not?  **Ask** two students to share their thoughts and ideas with the class. | **Discuss and review**:  Information and images from previous lesson  What a philosophy is  **Listen** to correct answers, and teacher explanation/clarification  **Analyze the D of I by describing:**  What they see  What do they see  What do they think it is  What do they think it is about  Do they support it, why or why not?  **A few students share** their descriptions and analysis with the class. |
| **Lesson Development 1** | **Place** [John Locke’s](http://oll.libertyfund.org/quotes/497) quote on the board.  **Inquire:**  What students think of the quote?  How you think the quote relates to the Declaration of Independence?  **Ensure** students understand the quote reflects John Locke’s philosophy  **Ask** students to recall what parts of the [Declaration of Independence](http://docsteach.org/documents/301682/detail?menu=closed&mode=search&sortBy=relevance&q=declaration+of+independence&commit=Go) (place on board again for them to reference) is reference from John Locke’s quote.  **Scaffold** students into thinking and discussing individual rights highlighted by the D of I and John Locke’s quote | **Participate** in teacher-initiated discussion about the D of I and John Locke’s influence on it  **Ask** questions about John Locke’s quote and philosophy  **Recall** the parts of D of I that references John Locke’s quote and philosophy  **Discuss**  the relation and importance of the D of I and John Locke’s quote with a partner  **Think** and discuss individual rights highlighted by the D of I and John Locke’s quote |
| **Lesson Development 2** | **Place** [Henry Lee’s resolution](http://docsteach.org/documents/301684/detail?menu=closed&mode=search&sortBy=relevance&q=henry+lee&commit=Go) letter for independence on board  **Analyze and Discuss** the letter with students:  What do you think this is?  What did your text say about Henry Lee?  How long do you think the letter took to get to Jefferson?  **Introduce** **and review** terms associated with the main activity (perspective) (Use hyperlinks in materials):  *Expectations-* written perspective prompt  *Interpretation*  *Who’s Perspective they’re writing from-(*Signee of D of I)  *Primary sources*  *Declaration of independence*  *John Locke*  *Henry Lee*  [*Virginia*](http://docsteach.org/documents/2450016/detail?menu=closed&mode=search&sortBy=relevance&q=virginia&commit=Go&type%5B%5D=map)  **Model** what the students will doing in their main activity using this transcribed [Boston Tea Party personal account](http://www.boston-tea-party.org/account-Joshua-Wyeth.html) of Joshua Wyeth.  **After** modeling using the personal account from the Boston Tea Party, **scaffold** students to please provide example starting sentences for a written perspective response using the [Henry Lee primary](http://docsteach.org/documents/301684/detail?menu=closed&mode=search&sortBy=relevance&q=henry+lee&commit=Go) source.  **Instruct** students to work independently on their perspective prompt using the Henry Lee source as support for their stance on whether or not to sign the declaration of independence, while taking into consideration the events that have been discussed so far.   * **Reference the summative assessment description above for prompt.** * Rubric is at bottom. | **Analyze and Discuss by answering:**  What do you think this is?  What did your text say about Henry Lee?  How long do you think the letter took to get to Jefferson?  **Listen and Review** important terms associated with the perspective main activity:  *Interpretation*  *Who’s Perspective they’re writing from-(*Signee of D of I)  *Primary sources*  *Declaration of independence*  *John Locke*  *Henry Lee*  [*Virginia*](http://docsteach.org/documents/2450016/detail?menu=closed&mode=search&sortBy=relevance&q=virginia&commit=Go&type%5B%5D=map)  **Offer** example starting sentences for a written perspective response relating and using Henry Lee’s Letter.  **Work** independently on perspective prompt using the Henry Lee source, the D of I, and the events that have been discussed. |
| **Closure** | **After** each class period, (this lesson will take more than one class for them to finish)  have several students share what they have completed so far.  **When** students are completed, have several students share their final assessment/ or a portion of their final assessment if they are not comfortable speaking.  **\*Rubric is below** | **Share** what is completed so far, or favorite part.  **Share** their final perspective response, or a portion of perspective response. |

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Will Smith | 1. Metacognitive Skills 2. Struggled consistently with completing work independently, does not like asking for help, has difficulty with self-correction and constructing ideas for problem solving. | **Content-**Visual aids are already provided (pictures & primary sources) Check for student understanding while discussing and explaining content.  **Process-** For the process of achieving the product by providing step-by-step instructions (short and concise.) Provide an extra example for Will to reference while working on his perspective prompt. Provide Graphic organizer(s) to aid the process for product. (break down of the response: subject, do you support this? Why? etc.)  **Product-** Allow for Generic answer. |
| Luke Skywalker | 1.Social Skills  2. Student has had problems interacting with peers and/or adults. Misunderstands students and social interactions and is uncomfortable with most of his peers. | **Content-** Lesson already provides visual aids.  **Process-** Strategically place he with sensitive-aware students, or students he is comfortable with. Remind entire class to be respectful of other’s ideas and opinions.  **Product-** Product already includes a form of role-play (perspective). |
| Jennifer Jolie | 1.Hearing Impairment  2. Has had difficulty understanding oral instruction and does not participate in class discussion often. | **Content-** Provide written and images for content information. Provide technological support (computer, smart board, as aids)  **Process-** State directions as clear and concise. Use visual cues to get attention of class, and instruction. Provide written instructions  **Product-** Provide written instructions, with a visual example of the perspective prompt. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

RUBRIC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5pts | 10pts | 15pts | 20pts |
| Supporting evidence | Used 1 example of supporting evidence for answer to prompt | Used 3 examples of supporting evidence for answer to prompt | Used 4 examples of supporting evidence for answer to prompt | Used 5 or more examples of supporting evidence for answer to prompt |
| Grammar/Spelling | 10 or more errors | 5 -9 errors | 3-5 errors | 0-2 errors |
| Content | Answered prompt and included two relevant terms | Answered prompt in a perspective tone and used 3 relevant terms | Answered prompt in appropriate language for the time, and in a perspective, and also used 4 relevant terms. | Answered prompt in appropriate time period language in an accurate perspective, and used 5 relevant terms. |